

Teacher: 7 x 8 (pause) Student records 2. 48  
response

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Teacher: 56 Student listens since  
he is incorrect

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Teacher: 7 x 8 is 56 (pause) Student records cor- 2. 48 56  
rect answer in second  
space.

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This procedure continues for 10 questions. If further drill is required on these facts, the same procedure is repeated the next day; otherwise the teacher goes on to new drill facts. Two essential items should be mentioned: (1) The pauses must be of proper length. Experience will assist the teacher in this. (2) Use frequent drills rather than long drills spaced weeks apart.

#### THIRTY-ONE ARTICLES OFFER IDEAS FOR TEACHING LOW ACHIEVERS

Aware of the increasing demand for information about how to teach low achievers, the editors of the NCTM journals have published numerous articles on the subject. In the past five years the *Mathematics Teacher* has averaged two articles a year from such notable authors as Sarah Greenholz, Florence Elder, Amelia Proctor, and Thomas Nagel. The *Arithmetic Teacher*, whose teacher-audience is so intimately responsible for giving low achievers a head start into academic life, has steadily enlarged its coverage from two articles in 1964 to seven lengthy reports in 1968. Authors Myron Roskopf and Jerome Kaplan, Wilbur Dutton, John Cawley, and John Goodman are some who have dealt with all phases: the training of mathematics specialists for the disadvantaged; development of materials; evaluation of the slow learner; how to teach geometry, fractions, time concepts, and other topics.

Single copies of a cumulative index for these 31 journal articles are available upon request from the Washington office of the NCTM.

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